Instructor: Dr. Derrick E. Dsouza
Office: 365C, Business Leadership Building
Telephone: (940) 565 3168
Office Hours: Tuesday & Thursday: 10:00 am – 2:00 pm
Or, by appointment.

REQUIRED COURSE MATERIAL:


Note: The book is available in paperback and kindle edition. Prices at Amazon.com, as of 7/27/2017, are as follows:
- Paperback: $69.23
- Used: $41.17 and up (14 offers)
- Kindle Edition: $97.99

COURSE DESCRIPTION:

MGMT 6030 is a doctoral seminar in Strategic Management (SM). The focus of the course is on topics typically associated with the discipline of SM. We will discuss theory, research, and practice. The seminar is intended to be a rigorous and intensive survey of the SM field. We will use the textbook as a staging point to explore the literature. Materials covered in this class are intended to introduce you to the literature. They do not constitute an exhaustive coverage of the SM field.

COURSE OBJECTIVES:

- Develop an understanding of the theory and research in SM.
- Develop an ability to synthesize the existing knowledge base in SM.
- Develop an ability to critique scholarly research in SM.
- Develop oral and written communication skills necessary for scholarly research in SM.

GRADING:

- Classroom activities: 45%
  - Mini presentations: 15%
  - Seminar topic presentations: 30%
- Research Paper: 30%
  - Proposal: 5%
  - Paper and Presentation: 25%
- Final Examination: 25%
MINI PRESENTATIONS

Each student will present and lead a discussion on a selected chapter in the textbook. Information in these chapters provide foundational knowledge that is basic to the field of strategic management, and hence will be addressed in the early part of the semester. They help contextualize and frame the 12 “seminar topics” that will be presented later in the semester. Mini presentation topics will be assigned after taking into consideration student preferences.

Presenters should provide a short (1-3 pages) hand-out to all course participants. The hand-out should offer a synopsis of the key issues abstracted from the chapter (and other sources, if needed), and should be distributed to participants, in class, on the day of the presentation.

Each mini presentation should, at the minimum, encompass the following:

- Distill key concepts from the chapter, and present the logical arguments offered by the author of the chapter.
- Offer suggestions for other readings that could add to the author’s discussions.
- Offer insights on the kinds of research that could be conducted on the topic(s) addressed in the chapter.
- Encourage questions and comments from class participants

SEMINAR TOPIC PRESENTATIONS:

Depending on class size students may need to work in groups and assume the responsibility to coordinate and lead discussions during class meetings. Topics will be assigned after taking into consideration student preferences. Presenters are responsible for coordinating the synthesis and the integration of the assigned topic and for providing a hand-out to all course participants. The hand-out should contain an overview of the topic area and a detailed listing of pertinent "additional references." This handout should be prepared in advance and distributed (e-mailed) to all participants before the assigned day. The list of "additional references" should be updated post-discussion, and turned in to the instructor in the following week.

Selected articles on the topic, provided by the instructor, offer a starting point for the development and the presentation. Presenters are encouraged to undertake adequate and appropriate outside reading to clarify and extend the material. The class discussion should, at the minimum, encompass the following:

- Identify and discuss "classics" and “lit.-review” articles that provide an overview of the field and where it is heading.
- Classify the existing literature in a framework that outlines how the research on this topic (i.e., theory building and theory testing) has evolved. Next, identify key milestones in the development of the field, and highlight well-cited articles that anchor these milestones.
- Identify and discuss current "gaps" in the literature (i.e., inconsistencies in existing literature, unexplored topic areas, emerging opportunities for research, etc.). Use this "gap" analysis to prioritize opportunities for future research.
• Encourage questions and comments from class participants, and aim for a class discussion that is not lopsided.

**GRADING OF MINI PRESENTATIONS AND SEMINAR TOPIC PRESENTATIONS**

For the mini presentations and the seminar topic presentations, presenters will be graded based on both the content of the handout for the day, and the quality of the class discussion generated in each assigned area. Other participants will be graded on their participation in the discussions.

**RESEARCH PAPER:**

Each student will submit a research proposal for an empirical study. Identify an area of research that interests you. Choose a topic for your research proposal. Submit an appropriate justification (3-6 pages) for the choice on the date noted in the Schedule of Events below. Your write-up should provide the rationale for the selection, define the scope of the research, and provide prima-facie evidence that it is a "doable" proposal. Proposal preparation will require an adequate review of appropriate literatures.

The research paper should, at a minimum, include the following six sections:

1. Literature review
2. Research question(s)
3. Theoretical extension of the literature necessary to answer the research question(s)
4. Hypotheses development
5. Proposed testing method(s)
6. Expected outcomes and discussion.

Develop a proposal that is of the highest caliber, and worthy of submission to the Ph.D. Dissertation Committee in the Department of Management or as a manuscript to a reputed journal in the field (e.g., SMJ, Strategic Organization, Long Range Planning, etc.). Use the APA Style Manual format.

You will “present and defend your proposal” in class. Plan a professional presentation (similar to those at the AOM Conference). The presentations should last no more than 20 minutes. An additional 20 minutes will be allotted for Q&A.

The proposal will be graded based on soundness of logic, scholarly research content, clarity of writing, and potential for to get published in Class B+ or higher journals.

**FINAL EXAMINATION:**

A final exam will be conducted during finals week. The 3-hour exam will cover all readings and materials discussed in class.
CLASS PARTICIPATION:

You should read the assigned materials before coming to every class and be prepared to offer your own comments along the lines mentioned above. Your critical evaluation of the material should have occurred before class so that you can question the discussants or provide alternative perspectives in class. However, it is important to remember that the leaders must be allowed to complete discussion of the materials assigned for the day.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

ADA COMPLIANCE

THE COLLEGE OF BUSINESS ADMINISTRATION COMPLIES WITH THE AMERICANS WITH DISABILITIES ACT IN MAKING REASONABLE ACCOMMODATION FOR QUALIFIED STUDENTS WITH DISABILITY. IF YOU HAVE AN ESTABLISHED DISABILITY AS DEFINED IN THE AMERICANS WITH DISABILITIES ACT AND WOULD LIKE TO REQUEST ACCOMMODATION, PLEASE SEE ME AS SOON AS POSSIBLE. MY OFFICE HOURS AND OFFICE NUMBER ARE SHOWN ON THIS SYLLABUS.

NOTE: UNIVERSITY POLICY REQUIRES THAT STUDENTS NOTIFY THEIR INSTRUCTOR WITHIN THE FIRST WEEK OF CLASS THAT AN ACCOMMODATION WILL BE NEEDED.

SCHOLASTIC DISHONESTY POLICY

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism.

The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a faculty member or staff of the university.

The term “plagiarism” includes, but is not limited to, the use, by paragraph or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the
selling of term papers or other academic materials. (Source: Code of Conduct and Discipline at the University of North Texas.)

If you engage in academic dishonesty related to this class, you will receive a failing grade on the test or assignment, and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action. This policy is intended to protect the honest student from unfair competition with unscrupulous individuals who might attempt to gain an advantage through cheating.

UNT’s Academic Integrity Policy can be viewed online at http://vpaa.unt.edu/academic-integrity.htm
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<th>Week</th>
<th>Date</th>
<th>Activities</th>
<th>Seminar Leaders</th>
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| 1    | August 29 | Introduction  
Scheduling course activities                           |                            |
| 2    | Sept 5 | Instructor-led discussions on,  
- Developing a research mindset  
- The art of academic publishing                         | Presenters (TBA):          |
| 3    | Sept 12 | Student led mini presentations:  
- The history of strategy  
- The boundary of the firm  
- Institutional approaches to business strategy          | Presenters (TBA):          |
| 4    | Sept 19 | Student led mini presentations:  
- The strategic management of technology and intellectual property  
- The knowledge-based view of the firm  
- Organizational learning                                | Presenters (TBA):          |
| 5    | Sept 26 | Student led mini presentations:  
- The rationale for multi-SBU companies  
- Strategic flexibility  
- Managing strategic change                               | Presenters (TBA):          |
| 6    | Oct 3  | Topic-1: An updated history of the field of strategic management and projections for the future  
Topic-2: New perspectives on the boundaries of the firm   | Topic-1 presentation team (TBA)  
Topic-2 presentation team (TBA)                            |

1 The schedule is subject to change to accommodate class needs.
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<th>Date</th>
<th>Event</th>
<th>Topics</th>
<th>Presentation Teams</th>
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| Oct 10 | Topic-3: Competitive advantage  
Topic 4: Resources and capabilities of a firm | Topic-3 presentation team (TBA)  
Topic-4 presentation team (TBA) |                       |
| Oct 17 | Submit justification (3-6 pages) for choice of research paper topic |                                                                     |                       |
| Oct 24 | Topic-5: Knowledge management and learning  
Topic-6: Strategic decision making | Topic-5 presentation team (TBA)  
Topic-6 presentation team (TBA) |                       |
| Oct 31 | Topic-7: M&As, alliances and networks  
Topic-8: Managing change | Topic-7 presentation team (TBA)  
Topic-8 presentation team (TBA) |                       |
| Nov 7  | Topic-9: Innovation and technology  
Topic-10: TMT and strategic leadership | Topic-9 presentation team (TBA)  
Topic-10 presentation team (TBA) |                       |
| Nov 14 | Topic-11: Corporate governance  
Topic-12: International strategies | Topic-11 presentation team (TBA)  
Topic-12 presentation team (TBA) |                       |
| Nov 21 | Prepare for individual presentations  
(Thanksgiving Break – Nov 23-26) |                                                                     | Class does not meet |
| Nov 28 | Research paper presentations |                                                                     | Presentation schedule (TBA) |
| Dec 5  | Research paper presentations |                                                                     | Presentation schedule (TBA) |
| Dec 12 | Final examination | | |